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DEVELOPMENT OF AN INDIVIDUALIZED READING PROGRAM FOR THE SECOND GRADE.

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DESCRIPTORS- *TEACHING GUIDES, *INDIVIDUALIZED READING, *GRADE 2, READING PROGRAMS, PROGRAM EVALUATION, READING IMPROVEMENT, READING COMPREHENSION, READING INTERESTS, READING HABITS, BOSTON NORTHAMPTON LANGUAGE ARTS PROGRAM,

THIS REPORT ON THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF AN INDIVIDUALIZED READING PROGRAM AT NORTHAMPTON ELEMENTARY SCHOOL DURING THE SCHOOL YEAR 1966 TO 1967, PART OF THE BOSTON-NORTHAMPTON COMPREHENSIVE LANGUAGE ARTS PROGRAM, A TITLE III ESEA PROJECT, PROVIDES A GUIDE FOR ESTABLISHING AN INDIVIDUALIZED READING PROGRAM IN THE CLASSROOM. BUILT AROUND THE EXPERIENCES OF A SECOND-GRADE TEACHER, THE REPORT DESCRIBES HOW THE TEACHER AND THE CHILDREN WERE PREPARED FOR THE PROGRAM, HOW THE PROGRAM WAS INTEGRATED WITH THE TOTAL READING PROGRAM, AND HOW DESIRED GOALS WERE ACHIEVED. EVALUATION WAS DONE THROUGH PUPIL BOOK REPORTS, PUPIL-TEACHER CONFERENCES, INTEREST INVENTORIES, READING TESTS, AND READING SKILLS CHECKLISTS. EACH CHILD'S PROGRESS WAS RECORDED IN HIS OWN READING RECORD AND THE TEACHER'S RECORD FOR EACH CHILD. AT THE END OF THE SCHOOL YEAR, IT WAS CONCLUDED THAT ALL THE DESIRED GOALS WERE ACHIEVED SINCE THERE WAS A GENERAL GROWTH IN COMPREHENSION SKILLS AND POSITIVE ATTITUDES TOWARD BOOKS AND READING. SAMPLES OF THE EVALUATION FORMS USED ARE SHOWN IN THE APPENDIX. (NS)

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LANGUAGE ARTS PROGRAM

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PROJECTS TO ADVANCE CREATIVITY IN EDUCATION

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TITLE: DEVELOPMENT OF AN INDIVIDUALIZED READING PROGRAM FOR THE SECOND GRADE

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DEVELOPMENT OF AN INDIVIDUALIZED READING PROGRAM FOR THE SECOND GRADE

I. General Introduction to Individualized Reading for the Second Grade.

A. Purpose For Paper--A teacher's guide for establishing an individualized reading program in the classroom.

1. Individualized reading is an instructional reading program in which children are able to select their own books to read, and proceed at their own pace. It is a flexible combination of methods designed to meet the reading needs of every child in the classroom.

2. The Individualized Reading Program at Northampton Elementary School is part of the Boston-Northampton Comprehensive Language Arts Program under the Federal Operational Grant (P. L. 89-10, Title III). The Language Arts Program is directed by Mr. James Wilsford.

3. This particular individualized reading program began September, 1966, and ended in June, 1967.

B. Goals of the Individualized Reading Program.

1. Before the teacher began the individualized reading program, she decided on objectives for the program. These objectives were:

a. Development of the children's basic reading and language arts skills.

b. Motivation of the children to continue reading patterns throughout their lives, and to appreciate the value of reading.

c. Development of independent study and work habits in children, improving not only their reading, but also their language arts skills. These skills include the improvement of written and oral communication, listening, and critical thinking.

d. Improvement of the ability of children to work in groups.

e. Introduction of dictionary skills.

f. Development of the children's interest in a wide variety of books, ranging from fantasy to science.

g. Knowledge of simple sentence structure and punctuation.

C. Goals Achieved.

1. All of the above-mentioned goals were achieved by the end of the school year.

2. Additional achievements of the individualized reading program.

   a. Five hundred and fourteen books were read by the class of twenty-two students. The greatest number of these books read by one student was forty-six.

   b. The class achievement test was given at the end of the school year. In their reading comprehension, nineteen out of twenty-two children scored above the third grade level. Of these nineteen students, twelve scored on or above the fourth grade level in reading comprehension.

   c. Six Reader's Digest Skill Builders were read by ten children (grade levels 2-1 through 3-4). Each of these children read at least three or four Reader's Digest Skill Builders. Two children read all six. This program began in January.

   d. Sixteen students read ten supplemental readers, on the second through fourth grade reading levels.

II. Building a Foundation for Individualized Reading.

A. How Goals Were Achieved.

1. The teacher used a step-by-step procedure throughout the school year to put the individualized reading program into effect. This procedure will be described later. It was continually being re-evaluated and revised by the teacher.

B. Preparation of Teacher for the Individualized Reading Program.

1. Books and pamphlets that the teacher read. The teacher read twenty books and fifteen pamphlets on individualized reading. The pamphlets were made available to her by the Reading Center of the Department of Elementary Education, University of Akron. On page 12 there is a list of the most useful books and pamphlets on individualized reading that the teacher read.

2. Teacher's observation of other individualized reading programs. The teacher observed the methods, materials and records used for evaluation. These observations of ten individualized reading programs assisted the teacher in establishing her own program.

3. Workshops and panels on individualized reading that the teacher attended. In these workshops and panels, the teacher learned that the basic reader is limited in its scope and should be supplemented by an individualized reading program. The teacher also learned that the books used in the classroom should encompass a wide variety of subject matter and grade levels. These suggestions were incorporated into the teacher's individualized reading program.

4. Assistance by the supervisors. The two elementary school supervisors of the Summit County Board of Education helped the teacher establish her program, as well as giving helpful comments and criticism during the year.

C. Preparation of Children for the Individualized Reading Program.

1. The teacher read books and talked to the children about them throughout the school year. The teacher read the pamphlet, "I Am A Book", by A. B. Devlin (Ginn), and discussed how to handle books.

2. The teacher and class discussed the Northampton Elementary School Library and made weekly visits to it throughout the school year.

3. The children worked with sentence structure and punctuation.

4. At the beginning of the school year. the children made written and oral book reports, following a specified book report form (see page 13 for example of book report form).

5. The children used large word chart lists throughout the school year. They were used to enrich vocabulary, to make sentences and to write stories.

6. The use of large book report charts in the classroom, on which the child selected his own sticker for each book read. This is an excellent way to motivate them.

7. The teacher made a folder for each child. An interest inventory was in each folder. (See page 14 for example of interest inventory.) The teacher asked each child to tell her the answers in his own words to the interest inventory questions.

D. Incorporation of Individualized Reading Program Into the Total Reading Program.

1. During the first four weeks of school, first grade work was reviewed. Then the children were grouped. The top and middle groups began their basic second grade readers, while the third reading group reviewed the same work for a longer period of time.

   The top group finished both basic readers by the middle of November and then began their individualized reading. Beginning in December, the individualized reading program was alternated with the use of third and fourth grade supplementary readers on a daily basis. The middle reading group began individualized reading on a limited basis in November, using it only as a supplement to the basic second-grade readers. In April, they began alternation of individualized reading with the use of second and third grade supplemental readers. At this time, four of the best students in the middle group began reading third and fourth grade supplementary readers with the top group.

   In December, the third reading group started their individualized reading and used it as a supplement to their basic readers throughout the school year. Three children in the third reading group were given additional help in reading by the remedial reading teacher.

2. Whenever a child had free time, regardless of what reading group he was in, he could do individualized reading. In order to have more free time available for the children's individualized reading, the teacher sometimes gave several lessons in a subject on one day. This saved time the following day for individualized reading.

3. Once the individualized reading program had begun, it became an increasingly important addition to the basic reading program.

E. Physical Facilities and Room Arrangement.

1. An average of forty books every ten days was brought into the classroom from the Northampton Elementary School Library. These books were added to the permanent room collection for use in the individualized reading program.

2. There are about one hundred books in the permanent classroom library. They include forty books in the Young Owl Series (grade levels 2 through 4) (Holt, Rinehart & Winston), ten Dr. Seuss books, twenty-five children's classics in paperback editions, twenty-five miscellaneous supplemental readers (grade levels 2 through 4), and twelve second-grade level dictionaries (World Book Publishing Company).

3. The room library is arranged in the back of the classroom so that a child can select a book without disturbing the teacher or the other students. The children's desks are conveniently arranged in groups of three, facing the teacher's desk. This grouping of desks eliminates problems of aisle congestion and facilitates the free flow of traffic in the classroom. Paper provided for the children is located on an easily accessible table in the front of the room.

III. Description of the Individualized Reading Program.

A. Books Used for Individualized Reading Program.

1. Whenever the children had free time, they could choose a book to read from the classroom library. The grade levels ranged from pre-primers to fifth grade.

2. Fifty books had supplemental questionnaires prepared by the teacher, to promote greater reading comprehension. These books were on the second through fourth grade reading levels. The children were allowed to make up and answer questions to these books if they did not like the teacher's questionnaires.

3. All children selected their own books to read. If they did not know four or five words on a single page, the teacher asked them to find another book which would be easier for them to read. Whenever children were not being challenged by their books, the teacher tactfully advised them to find more suitable ones.

4. The teacher made a word book for every child. When a child saw a word he did not recognize, he wrote it in his word book. Then he looked at a large chart (see page 16 for example of chart) which helped him to sound out a word. Then he went to one of the four or five children who had been selected as readers for that day by the teacher. If he did not know the meaning of a word, he would then look it up in one of the dictionaries in the room. At the beginning of each word book, there are several pages of the pupil's individualized reading record. (See page 17 for an example of pupil's individualized reading record.) After the child had finished reading a book, he entered the book on his record. He rated the book, using one of these terms: very good, good, fair, did not like it.

B. Enrichment.

1. Ten children out of the twenty-two in the classroom worked independently with the Reader's Digest Skill Builders (at grade levels 2-1 through 3-3). The children answered questions related to the stories at the end of each one. These questions, written by the publisher, reinforced the reading skills taught in the stories.

2. The children were allowed to use the school library, if books were unavailable in the classroom library on a topic of interest to them. If a word could not be found in a room dictionary, the children were encouraged to use the dictionaries of the upper elementary grades. In this manner, basic dictionary skills could easily be taught.

3. Word enrichment.

   a. The children learned to alphabetize.

   b. The children made large word lists from their own word books and from the dictionaries in the room. The large word lists were used to develop sentences as well as stories. (See page 15 for example.)

   c. The large word lists were also used two or three times weekly for a listening lesson. The teacher sounded out words for the children. They compared and contrasted the sounds of words. The listening enriched their vocabulary and their phonetic skills. The students were encouraged to discuss their school and home environment with the words they had sounded out.

C. Children's Activities After Reading a Book.

1. Children should be allowed to read books for their own pleasure. They should not be forced to do an activity after reading a book. Children learn to think by reading critically, not by working with their hands. Therefore, the teacher emphasized the reading itself more than the making of book jackets, pictures, dioramas, clay forms, and puppets. However, these activities were not neglected, and the children were free to choose whether or not to do an activity after reading a book.

2. Four steps to achieving independent book reports by the children.

   a. At the beginning of the school year, the teacher made book report forms (see page 13 for example of book report form).

   b. By November, the children could answer written questions about their books that the teacher had made up. (See page 18 for an example of the questions that the teacher asked.)

   c. By the middle of the school year, the children could write book reports stressing what was important to them. Sometimes, a child gave a brief oral book report in front of the class.

   d. By the end of the school year, some children had written their own questions and answers to books that they had read.

IV. Evaluation of the Individualized Reading Program.

A. In the Teacher's Record for Each Child Was Kept the Following Material:

1. The Reading Skill Checklist (see pages 19-20 for an example of reading skill checklist). This is an original checklist made by the teacher. It shows the development of visual, auditory, and oral skills, reading comprehension skills, and formation of attitudes and habits towards reading. These are reading skills taught in the first, second, and third grades.

2. The teacher's listing of books read by the students. (See page 21 for an example of the teacher's listing of books.) It lists books read, date when read, skills needed, skills gained, and comments.

3. A previously explained Interest Inventory List. (See page 14 for example of one).

4. Record of work done after each book (if any).

B. Child-Teacher Conference.

1. Before conferences, as well as during the rest of the day, the teacher walked around the room and talked with each child about his reading activities. The teacher tried to praise the child's efforts whenever possible. This was done in order to increase the child's confidence in himself. It also stimulated the child to further reading.

2. Conferences were fifteen to twenty-five minutes long. Free time during the day was usually used for conferences. The teacher asked several questions about each book read, but concentrated mainly on one book. At the beginning of the school year simple questions were used. Later, more complex questions were asked of the more mature children. Other children, whose attention spans were limited, were still asked easy questions. Varying the types of questions made the individualized reading program better suited to the needs of the individual.

3. The conference is a critical area of individualized reading. The child became aware of the concepts and meanings of books. There was a rapport established between the child and the teacher.

C. Testing Children's Progress in the Individualized Reading Program.

1. Children were given tests at frequent intervals during the school year. The testing gave an accurate account of the children's progress and achievement as well as their weaknesses and the strengths in their reading.

2. The tests used were:

   a. An oral and a silent reading test were given separately to each child by the teacher at the beginning of the school year. This checked the children's independent, instructional and frustration levels of reading.

   b. Ginn Second Grade Readiness Test.

   c. Weekly Reader Tests.

   d. Ginn Second Grade First Reader I--Achievement Test.

   e. Short comprehensive tests taken from various readers and phonics books.

   f. Ginn Second Grade Second Reader II--Achievement Test.

   g. Metropolitan Achievement Test.

   3. The results of these tests were above average, proving the individualized reading program to be a success. However, the favorable attitudes developed toward reading by the children are more important to the teacher than the scores inthese achievement tests.

D. Problems in the Individualized Reading Program to be Resolved.

   1. There was no daily check of reading comprehension in the individualized reading program, as there was in the basic readers.

   2. There was not enough time to devote to the individualized reading program. Too much time was spent on SRA Arithmetic.

   3. It was difficult to fit a reading corner into our small classroom.

   4. Some questionnaires prepared by the teacher were long. Also, the type was too small for the children to read easily.

   5. No written way to prove that the children enjoyed reading more.

   6. There were few Newberry and Caldecott Award Books in the classroom library.

E. Teacher's Ideas for Correcting These and Other Problems.

   1. There should be both basic and individualized reading in the classroom, so that the development of sequential skills will not be impaired.

2. A math program taking up less time would give more time to the reading program.

3. A bookcase will be made next year to put into the reading corner.

4. The questionnaire will be shortened, and then typed on the primary typewriter.

5. An attitude scale will be used next year to measure the children's attitudes and interests toward reading. This will be done at the beginning and at the end of the school year.

6. Some Newberry and Caldecott Award Books have been ordered.

7. Will make harder word charts.

8. Will have more books on animals.

9. Will delete the titles: length of book, kind of book from the pupil's individualized reading record.

F. Children's Evaluation.

1. Likes:

Reading the books
Books chosen by the teacher in the room library
Writing answers to questions in these books
Book reports--oral and written
Rating the books
Word book
Stars and stickers for charts
Working with words
Conferences
Oral activity reports
Writing original questions and answers to books
Being a reader

2. Dislikes or wanted changed:

Large word charts were too easy
Wanted harder words
No bookcase, difficulty in getting to books
Wanted longer conferences with teacher.
Disliked books with sad parts
Colors in some of the books
Wanted more animal books
Did not like to write length of book or kind of book in their records
Typing was too small in the questionnaires

V. Conclusion:

At the beginning of the year the children's attitudes toward books were very narrow and almost indifferent. Because they were motivated by the individualized reading program, their attitudes and interests were changed. Many children wanted to stay in during their lunch hour to go to the library and get new books. Many children worked at home on numerous activities with their books. Sometimes, when there was five or ten minutes left before recess, the children would rather read than color. The children ran to the books whenever the teacher brought new ones into the classroom.

The teacher thought that the individualized reading program was good because it was flexible, uniquely suited to the needs of each child, and promoted lasting positive attitudes toward reading. The teacher will continue the individualized reading program, modifying it in accordance with previously mentioned ideas for corrections.

Without the encouragement and support of the principal at Northampton Elementary School and the superintendent of the Boston-Northampton School District, the success of this individualized reading program for the second grade could not have been made possible.

VI. Appendix

Pamphlets:

"Teaching an Individual Child to Read" by Lyman Hunt
"Teachers Ask About Individualized Reading" by Pauline Hechtman, Elementary Principal, Brooklyn, New York
"Individualized Reading vs. Group Reading" by E. W. Dolch, The National Council of Teachers of English

Books:

"Practical Suggestions for Teaching" Number 14 (Individualizing Reading Practices), by Alice Miel, Bureau of Publications, Teachers College, Columbia University, 1958
"Individualizing Your Reading Program" by Jeannette Veatch, G. P. Putman's Sons, New York, 1959
"How to Increase Ability" by Albert J. Harris, David McKay Co., Inc., New York, Rev. Aug. 1963 Ed. (A comprehensive guide to developmental and remedial reading methods)

Books and Pamphlets About Children's Literature:

"Children and Books" by May Hill Arbuthnot, Scott, Foresman and Co., Chicago
Pamphlet "Series Books" distributed by Lyman C. Hunt, The Reading Center, University of Akron (it lists books for elementary grades to meet the interests and needs of children at various stages of growth)
Pamphlet "Books and Materials of High Interest for Readers with a Limited Recognition Vocabulary" compiled by Lyman C. Hunt, The Reading Center, University of Akron
The Newberry and Caldecott Award Books

BOOK REPORT FORM

NAME

NAME OF BOOK

AUTHOR

PEOPLE IN THE BOOK

DID YOU LIKE THE BOOK? Yes ___ No ___

TELL WHY

TELL ABOUT ONE PART IN THE BOOK

INTEREST INVENTORY FORM

Name _____

1. Who are the people in your family?
2. Do you have any pets?
3. Who are your friends? In school? At home?
4. Do you play alone?
5. Do you like to play with other children?
6. Do you like to play indoors or outdoors?
7. What do you sometimes wonder about?
8. What are you sometimes afraid of?
9. Do you ever get angry?
10. When you do get angry, what do you do about it?
11. You have the most fun at school when _____?
12. If you could change one thing at school, what would you change?
13. What kind of stories do you like best?
14. If you could take a trip where would you go and why?
15. What do you watch on TV?
16. What would you like to be?
17. Who is the person whom you most admire and want to be like?
18. Picture of the most fun you ever had.

WORD LIST

Story	Facts
Easy	Everyone
Hard	Cover
Chose	Page
Funny	Any
Part	Something
Like	Insects
Because	Music
When	Terrific
Were	Good
Pretty	Rhyme
Beautiful	Color
Nice	Them

WORD CHART

How To Sound Out Words

1. What letters does the word start with?
2. What letters does the word end with?
3. What letters are in the middle?
4. What does the vowel say?
5. Do you know any words that have the same ending as this new word?
6. Do you know any words that rhyme with this new word?
7. What is the vowel rule?

MY INDIVIDUALIZED READING RECORD

TITLE	DATE STARTED	LENGTH OF BOOK	KIND OF BOOK	RATE

TEACHER'S QUESTIONNAIRE

1. Is the story about animals or people?
2. Was the reading easy or hard?
3. Why did you choose your book?
4. Tell the part of the story that you like best.

READING SKILL CHECKLIST--Second Grade

Name _____

I. Skills

A. Visual

_____ 1. Know names of letters of alphabet
_____ 2. Recognizes color words
_____ 3. Associates pictures with words
_____ 4. Uses left-right eye movements
_____ 5. Recognizes numerals
_____ 6. Recognizes rhyming words
_____ 7. Arrange words in alphabet order
_____ 8. Initial consonants
_____ 9. Use of context clues
_____ 10. Consonant blends--sh, ch, th, wh, cr, sp
_____ 11. Consonant blends--fr, gr, st, tr, ch, sh
_____ 12. Short vowels--a-e-i-o-u
_____ 13. Long vowels--a-e-i-o-u
_____ 14. Vowel sound and final e
_____ 15. Vowel sounds--ai, ay, ee, ea, oa
_____ 16. Rules for short and long sound of vowels
_____ 17. Knows likenesses and differences in letters
_____ 18. Plurals, adds s
_____ 19. Root words and suffixes--ed, ing
_____ 20. Final consonant doubled--dip, dipping
_____ 21. ing, y, ly, er, est, ful, ish
_____ 22. Drop final e before adding ing
_____ 23. Compound words
_____ 24. Contractions
_____ 25. Root words and prefixes--re, dis, im, un, for
_____ 26. Consonant substitution--corn, thorn
_____ 27. Vowel substitution--his, has
_____ 28. Changing y to i before adding ending--try, tried

B. Auditory

_____ 1. Hears likenesses in words
_____ 2. Hears differences in words
_____ 3. Hears sound at end of words

B. Auditory (continued)

_____ 4. Hears sound in middle of words
_____ 5. Hears rhyming words

C. Oral Expression

_____ 1. Pronounces all words clearly
_____ 2. Reproduces two and three syllable words
_____ 3. Possesses speaking vocabulary adequate to convey ideas
_____ 4. Uses complete sentences

II. Comprehension

A.

_____ 1. Organize events in sequence
_____ 2. Remembers characters from story
_____ 3. Remembers main ideas and conclusion from story
_____ 4. Possesses sufficient word meaning
_____ 5. Possesses sufficient phrase meaning
_____ 6. Possesses sufficient sentence meaning
_____ 7. Synonyms
_____ 8. Antonyms
_____ 9. Homonyms
_____ 10. Dictionary and glossary
_____ 11. Remembers details of story
_____ 12. Index, table of contents, pages
_____ 13. Typographical devices: punctuation marks, quotation marks, headings titles
_____ 14. Outline story
_____ 15. Summarize
_____ 16. Collect and report information

III. Attitude and Habits

A. _____ 1. Wants to learn to read
_____ 2. Is interested in words
_____ 3. Has sufficient long attention span
_____ 4. Can work independently for short periods
_____ 5. Follows directions
_____ 6. Develops confidence in reading
_____ 7. Enjoys reading a variety of books

BOOK LIST

Name _____

Date	Book and Level	Skills Needed	Skills Gained	Comments